LECTURE TIMES AND LOCATION

Mondays, 6:00 – 9:00pm, HSB 11

Course Instructor:    Dr. Christine Guptill
BMus, BSc, MS(OT), OT Reg (Ont), PhD
Don Wright Faculty of Music
Music Performance Studies

Office:     TC 16 (basement)
Live Office Hours:   Monday 3:00-5:00pm, by appointment
Virtual Office Hours:   by appointment
E-mail:   cguptill@uwo.ca

*I prefer to communicate by email, as I do not have office availability outside of these hours.*

Assistant Course Coordinator:  Dr. Patrick Potter
MD, FRCPC
Schulich School of Medicine & Dentistry Physical Medicine & Rehabilitation

COURSE DESCRIPTION:
In this course we will explore the relationship between health and music performance. This exploration will include factors that shape the performance of healthy musicians as well as health risks and illnesses that can be encountered by professional and amateur musicians. Social determinants of health and advocacy issues for musicians' health will also be addressed. This course will contribute to your understanding of how health professionals, policy makers, funding agencies, arts management organizations, educators and musicians themselves can contribute to improved health outcomes in this special population. Throughout the course, cases, videos, readings and guest lectures will enhance your understanding of the complex interactions between health and music performance.

PREREQUISITES:
Music students: Music 2920 or Music 2921.
Health Sciences students: The prerequisite for this course is permission from the Faculty of Health Sciences. Official enrollment in the course indicates that you have this permission.

No specific background knowledge in either health sciences or music is required to take this course. The students enrolled come from a variety of backgrounds. This diversity is warmly welcomed and is an asset to the learning experiences in this course.

COURSE OBJECTIVES:

At the end of this course, you will be able to:

- Explain the impact of music performance on health (positive and negative).
- Describe steps musicians can take to improve their performance, using cognitive and physical strategies.
- Illustrate basic postural alignment and understand the ergonomic concerns and solutions for major instrument groups and for singers.
- Articulate the risk factors, common injuries and treatment for playing-related musculoskeletal injuries and neurological impairments.
- Describe common concerns and associated treatments for achieving emotional well-being in music performance.
- Implement educational programs for stakeholders about the health risks and benefits of music performance.
- Demonstrate health promotion activities that will impact on health in music performance.
- Advocate for musicians’ health and well-being with a variety of stakeholders.

COURSE TEXT:
A custom coursepack is required for this course and is available for purchase at the University bookstore. Other mandatory readings will be put on reserve in the library or will be available electronically through the Internet or library holdings. Students are responsible for acquiring readings noted by **'s through the UWO library Internet holdings.

Not all of the guest speakers have advised me of any required readings for their classes, and therefore, you will notice that for some weeks the readings are “to be arranged (TBA)”. I will notify you of these readings as soon as possible.

OWL website:
This course is part of a pilot program that UWO’s Instructional Technology Resource Centre (ITRC) is running on the new OWL Sakai (which will replace WebCT in Sept. 2012). All students in this course need to use the new OWL Sakai website to access resources for this course such as handouts and/or readings, and to submit written assignments. Students are responsible to check the OWL site for updates or changes to the schedule. Because guest speakers do not always provide them, PowerPoint presentations may not be available before class. Those that are available will be
provided on the OWL website in PDF format. If you encounter any difficulties accessing OWL, please contact Instructional Technology Services (ITS) at (519) 661-3800, or https://servlet.uwo.ca:8081/helpdesk/index.jsp.

COURSE EVALUATION:
Journal entries 10%
Group project outline 15%
Group project - final 35%
Final paper 40%

There will be no exams for this course.

'Journal' Entries (10%)
Students will be required to contribute to the course regularly through the submission of WebCT 'journal' entries. These entries will consist of a short (maximum 500 words) reflection on the reading(s) assigned for the week. Reflections might include why this topic is particularly interesting, how this information reinforces (or differs from) material from other courses students have taken, or thoughts about how this reading fits with the student's career goals. These reflections will provide continuous feedback about students' interest and understanding of particular topics or readings, so that the lectures can be tailored accordingly. I will select five weeks to grade journal entries (2% per entry). These will not be announced in advance, so it is in your best interest to complete a reflection each week. This will also ensure that a majority of students are prepared for in-class discussion. The first journal entry will be a 'test' run to ensure the technology is working appropriately. In this entry, please reflect on the reasons you enrolled in this course, what background you have that contributes to your interest in the course, and how your career goals are related to this course. Journal entries are only seen by the instructor and like any other assignment, will remain confidential (subject to the limits of the law). Journal entries are due by midnight on Thursday of each week. A midterm grade will be provided on WebCT by Feb. 13.

Group Project (15+35=50%)
Students will participate in a group project. The groups will consist of 5 people, and must include one student from each faculty (health studies and music). The product will be advocacy material that can be presented to an individual or group identified by the students. The material should be engaging for the reader(s), and tailored to the needs of the consumer. The consumer of the material might be music schools, professional musicians, healthcare practitioners, government agencies (incl. the Workplace Safety and Insurance Board), arts management organizations, etc. The material might consist of video (in a format viewable on a DVD player or on YouTube), audio (interview for a radio show or podcast), brochure, website, composition (recorded), or visual art. For compositions and visual art, please provide a brief (2 pages or less, double spaced) written interpretation of the work.

By February 6 (in class), groups must provide me with a one-page description of their project. This description will be graded, and grades will be posted on WebCT by Feb. 13. Feedback on the ideas presented will be provided to ensure that you have a 'midterm'
grade prior to reading week. The description is worth 15% of the class grade. Please use this feedback to structure your final project. Final projects are due in class on Mar. 5, and are worth 35% of the class grade.

**Individual Paper (40%)**
On a day of your choosing during the term, you will attend a live concert or rehearsal, or critique your own live performance with an audience (not a rehearsal). The audience does not have to be large; however, the intent is to create some audience 'pressure' to perform well. The recommended source for performances is the UWO Faculty of Music, which puts on several performances per week. Most events are free. For a listing of events, visit the website [www.music.uwo.ca](http://www.music.uwo.ca) and click on the 'events calendar' on the right hand side of the page.

You will then submit a paper relating this concert to one (or more) of the major topics in the course. For example, the paper might consist of an ergonomic examination of the performance, a discussion about healthy rehearsal that should occur before this performance, consideration of musician remuneration for this type of performance and its potential impact on health, a critical review of the symptoms you experienced during the performance, or the potential role of health professionals for this performance. This paper will be no longer than 15 pages, double-spaced. The paper will use a minimum of three references not assigned in the course. An interview with the performer (not yourself) would be accepted as one reference. Date, time and location of the performance or rehearsal must be provided. Final papers are due through OWL Turnitin by midnight on April 8. The paper must be submitted in Microsoft Word format (.docx is fine). Instructions for this process and a grading rubric for the assignment will be provided in class.

*If you are critiquing your own performance, I would appreciate the opportunity to attend! Please let me know in advance of the date and time.*

**COURSE POLICIES AND PROCEDURES**

**Late Assignments:**
Students who do not submit assignments at the designated time will be penalized 10% per day. Since class is only once a week and I do not have a regular office at the university, late submission of the group assignment will have to be arranged directly with me.

For reasons of fairness to all students in the course, exceptions to assignment deadlines will be made only for **documented** illness or compassionate grounds, as outlined below. All acceptable documentation is to be taken to Academic Counseling in your home faculty, and I will be notified if it is acceptable. To protect your privacy, I will NOT be notified of the contents of the documentation.

**ACADEMIC ACCOMMODATION**
Situations warranting academic accommodation include compassionate circumstances such as a death in the family or student illness. For all work, including that which is worth less than 10% (ie – reflections), I will be referring students to the academic counselors within their program to assess their eligibility for accommodation. Students who qualify will be offered academic accommodation in the form of an extension or a make-up assignment, at my discretion, on a case-by-case basis. Please note that the make-up assignment may be different than the original.

**Illness:**
Please note the following, adapted from the University’s Handbook of Academic Scholarship & Policy.

Documentation needs to be submitted, as soon as possible, to your Academic Counseling office, along with a specific request for accommodation. The documentation is held in confidence, and I am not notified of its contents, to protect your privacy. The Academic Counsellor and I will then determine the appropriate accommodation.

Academic accommodation will be granted only where the documentation indicates that the onset, duration and severity of the illness are such that you could not reasonably be expected to complete your academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student "was seen for a medical reason" or "was ill.") A UWO Student Medical Certificate (SMC) is required for most illnesses. The SMC is available for download at: [www.uwo.ca/univsec/handbook/appeals/medicalform.pdf](http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf).

Additional information on the Senate Policy on Accommodation for Medical Illness is available at: [https://studentservices.uwo.ca/secure/index.cfm](https://studentservices.uwo.ca/secure/index.cfm).

**Compassionate Grounds:**
Compassionate grounds include circumstances where a family member is ill or has passed away. In determining these situations, all requests need to be submitted to your home Academic Counseling office.

My sympathies are with you in advance of this unfortunate circumstance. In fairness to other students, please provide appropriate documentation to your home Academic Counseling office.

**In Case of Serious Illness of a Family Member:** Please obtain a medical certificate from the family member's physician.

**In Case of a Death:** Please obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.

**STATEMENT ON ACADEMIC OFFENSES**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
Specifically, please take note of the following.

**Plagiarism:**
Students must write their assignments in their own words. Whenever students take an idea or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate, and by proper referencing such as citations. The final paper will be submitted for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

In fairness to all students in the course, any incident of plagiarism may result in a grade of zero for that assignment, a grade of zero for the course, or even expulsion from the program or the University.

**PROFESSIONAL BEHAVIOUR**

Students and are expected to demonstrate professional behaviour during the course and to refrain from disruptive actions including the use of cell phones, texting, Facebook or email during class time. This professional and courteous behaviour must also be extended to guest lecturers.

**Students at Western are held to a Code of Student Conduct.** The purpose of the Code is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit [http://www.uwo.ca/univsec/board/code.pdf](http://www.uwo.ca/univsec/board/code.pdf).

**ENGLISH LANGUAGE PROFICIENCY**

Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. All instructors at Western take proficiency in English into account in the assignment of grades. If you are having trouble with English proficiency, I recommend contacting the Student Development Centre, which can provide you with assistance. [http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/)


**REPORTING OF GRADES**
Unfortunately, grades cannot be emailed to you, due to privacy concerns. Grades in this course will be posted on OWL for your convenience. Your official grade report is maintained by the Office of the Registrar (www.registrar.uwo.ca), and can be accessed through the Student Services website.

HELP WITH WRITING, COUNSELLING, JOB SEARCHING, ETC

Student Development Services offers a variety of academic, personal, and career-related services for current Western students and recent graduates. If you are looking for support as you move through your time at Western, this is a great place to start. www.sdc.uwo.ca

SCHEDULE OF TOPICS, READINGS & ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1 Jan 9</td>
<td>Overview of course; introduction to WebCT features, including Turnitin.com and journal entries; first journal assignment; impact of music performance on health</td>
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<tr>
<td>6 Feb 13</td>
<td>Ergonomics for music performance; Guest speaker: Dr. Richard Norris, Psychiatrist</td>
<td>Video on ergonomics for musicians (TBA) GROUP ASSIGNMENT OUTLINE DUE IN CLASS</td>
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<tr>
<td>7 Feb 20</td>
<td>READING WEEK</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Speaker(s)</td>
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<td>10 Mar 12</td>
<td>Body awareness techniques; Guest speakers: Karen Toth, Feldenkrais practitioner; Paula Althouse, Alexander Technician</td>
<td>Little, P., Lewith, G., Webley, F., Evans, M., Beattie, A., et al. (2008). Randomised controlled trial of Alexander technique lessons, exercise, and massage (ATEAM) for chronic and recurrent back pain. <em>Please also watch the videos for this article, posted on WebCT</em></td>
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<tr>
<td>11 Mar 19</td>
<td>Vocal health: problems and solutions; Guest speakers, Dr. Kevin Fung, ENT; Jennifer Swan, dancer, Pilates Instructor</td>
<td>No readings this week.</td>
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<tr>
<td>12 Mar 26</td>
<td>Achieving Vocal health; Guest speakers: Prof. Jennifer Moir, soprano; Frances Reimer, Speech-Language Pathologist</td>
<td>TBA</td>
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